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ABSTRACT

California providers of instructional services under Section 321 of the Adult Education Act collected learner data in Fall 1991. From the total population of 130,000 adult basic education (ABE) learners, a sample of local agencies and all state agencies collected demographic and pre/posttest data for 87,934 adult learners in programs of ABE and English as a Second Language (ESL). Learners were evenly balanced by gender. Most were relatively young; the majority were Hispanic; nearly half had fewer than 9 years of education; and more than half did not have a diploma or degree. Nearly half reported job attainment or promotion as their reason for enrollment. Data based on geographic region indicated that over 90 percent of Central Valley learners did not have a degree or diploma, and more than half had completed 6 or fewer years of education. Seventy-nine percent were enrolled in ESL programs, 17 percent in ABE programs, and 4 percent in other programs. Adult schools enrolled 68 percent of the sample. Mean progress for ESL learners was 4.1 scaled score points compared to 3.0 for ABE learners. Reading data from state agencies showed the average ESL reading score was 206.6, the average ABE score was 220.8, and average progress for ESL learners was three scaled score points compared to one point for ABE learners. Preliminary analysis of a sample of fall and spring learners suggested few demographic differences. (Appendixes include a list of sampling agencies, comparison of population and sample learner data, learning gains, and class questionnaire results.) (YLB)

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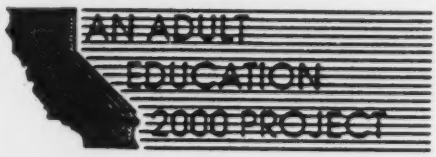
July 1, 1991 to June 30, 1992



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Prepared for the
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CASAS Comprehensive Adult Student Assessment System

August, 1992

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California Department of Education
by

CASAS Comprehensive Adult Student Assessment System

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August, 1992

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We are grateful to the personnel in 321 funded agencies in California who administered tests and collected demographic information from over 130,000 students enrolled in many diverse educational programs. This report was made possible through their cooperation, flexibility and patience.

This report was prepared by the Comprehensive Adult Student Assessment System (CASAS) for state and federal program accountability. The production of this report was managed by Randall Ilas. Contributing writers were Patricia Rickard, Ardis Breslauer, Carolyn Huie, Randall Ilas, Lise Wanage, Heather Ramirez, and Richard Ackermann. The report was edited by Linda Taylor and Nancy Taylor. Data collection and processing were provided by Diane Bailey and George Beha. Computer programming, data analysis and interpretation were provided by Richard Ackermann and Randall Ilas. All graphic displays and data presentations were designed by Diane Bailey. The report was constructed by Diane Bailey with layout design by Chris Hassett.

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EXECUTIVE SUMMARY

INTRODUCTION

Section 321 of the Adult Education Act, administered under the United States Department of Education, provides basic skills instruction for educationally disadvantaged adults. Recently amended by the National Literacy Act of 1991, the revised Act (Public Law 89-750 as amended) places greater emphasis on program quality, requiring states to develop and implement more measurable indicators for accountability purposes.

In California, the revised State Plan provides federal 321/ABE grants for instructional services only for adults functioning below a high school level. Local Assistance Grants are awarded to ABE and ESL programs in school districts, community colleges, libraries, community-based organizations and other applicant agencies meeting California Department of Education eligibility requirements. In addition, three California state agencies offer instruction to institutionalized ABE and ESL learners: California Department of Corrections (CDC), California Youth Authority (CYA), and Department of Developmental Services (DDS). To monitor local adult basic education programs, the California Department of Education utilizes the Comprehensive Adult Student Assessment System (CASAS), producing a systematic, uniform, and comprehensive database essential for meeting the goals of the revised California State Plan.

Data Collection Methodology

For State Fiscal Year 1991-92, ABE/321 providers collected learner data during a specified period in fall 1991. This database, consisting of data for more than 130,000 learners, contains demographic data from state and local agencies. The sample database, which is a representative sample of one-third of the ABE/ESL providers, and all state agencies, includes both demographic and pre/post-test data. Since sample data accurately represent the population in all demographic variables, only these sampling data are presented within this report unless otherwise noted. Trend data from 1989-90 and 1990-91 are featured for comparison. In addition, preliminary spring learner data are also included.

Learner Profile

The ABE/321 learners were evenly balanced by gender. Most of the sample was relatively young, with more than half under the age of 30. The majority of the learners were Hispanic (54%), followed by Asian (18%), and Indo-Chinese (12%). The proportion of Hispanics has slowly declined, possibly due to the reduction in amnesty education programs under the Immigration Reform and Control Act of 1986. In addition, nearly half (46%) the adult learners had fewer than nine years of education, and more than half (54%) did not possess a diploma or degree.

The ABE and ESL learner samples were similar with regard to gender and age. However, the ABE sample was largely Hispanic (44%), White (23%), Black (15%), and Asian and Indo-Chinese (12%), while the ESL sample was 57 percent Hispanic and 36 percent Asian and Indo-Chinese. In addition, fewer than one-third of ABE learners had some type of degree or diploma compared to more than half (52%) the ESL sample.

Reason for Enrollment/ Goal Attainment

Nearly half (45%) of the 321/ABE learners reported job attainment or promotion as their reason for enrollment, a 33 percent increase from 1989-90. This shift corresponds in part to an increase in GAIN clients as 29 percent of the learners indicated that a special program, such as welfare reform (GAIN), mandated their enrollment. The percentage of learners indicating personal and educational reasons for enrollment decreased overall. Other highlights include:

- 63 percent of the learners were retained in program or changed program, nine percent attained their goal and then left the program, and 28 percent reported a barrier to education.
- Of learners who attained their goal, 52 percent reported a personal or communication goal. Nearly 30 percent obtained employment, and nine percent entered job training. The remaining 11 percent entered college.
- Almost half (47%) the ABE learners were mandated to enroll, while ESL learners were more likely to enroll for job-related reasons (50%).

Regional Data

Data based on geographic region also help to discern differences in adult learners. For example, Central Valley learners differ significantly with regard to educational background. Over 90 percent did not have a degree or diploma, and more than half had only completed six or fewer years of

education. These data contrasted with approximately the 50 percent of learners in other regions lacking a degree or diploma and roughly five percent with only six or fewer years of education.

Program Information

More than three-quarters (79%) of adult learners in this sample were enrolled in ESL programs, 17 percent in ABE programs, and 4 percent were in other programs such as high school and GED preparatory programs. Adult schools enrolled nearly two-thirds (68%) of the ABE/321 sample, followed by community colleges (17%), correctional institutions (5%), community-based organizations (5%) and others, including hospitals (3%), California Youth Authority (2%) and literacy programs (.1%).

Local Agency Test Score Information

The average reading pre-test score for ESL learners was 209.9, and for ABE learners the average was 217.4, far below the state literacy benchmark of 230. Listening pre-test data for ESL learners showed an average score of 198.3.

Progress data indicated that learners in higher program levels were more likely to continue in their program until the time of post-testing. A greater percentage of pre-tested ESL learners were post-tested than were ABE learners. Mean progress for ESL learners was 4.1 scaled score points compared to 3.0 for ABE learners.

Pre- and post-test data over three years indicate that ESL learners have increased their progress from 3.5 (1989-90) to 4.1 (1991-92). ABE progress also increased from 1.8 to 3.0.

State Agency Test Score Information

Reading data from state agencies (California Department of Corrections, California Youth Authority, and Department of Developmental Services) were collected for 200 ESL learners and 591 ABE learners. The average ESL reading score was 206.6, while ABE learners averaged 220.8. The average progress for ESL learners was three scaled score points compared to one point for ABE learners.

Spring Data Collection

Data were collected during the spring semester for the first time. Preliminary analysis of a sample of fall and spring learners suggest few, if any, demographic differences between the samples. Subsequent analysis of the spring ABE/321 learner data will be provided in a forthcoming report.

Section One:
INTRODUCTION

Section 321 of the Adult Education Act, administered by the United States Department of Education, provides basic skills instruction for educationally disadvantaged adults. Recently amended by the National Literacy Act of 1991, the revised Act (Public Law 89-750 as amended) places greater emphasis on program quality, requiring states to develop and implement more measurable indicators for accountability purposes. In response, the California Department of Education amended the 1989-93 four-year state plan to reflect this federal guideline. Extended from June 30, 1993 through July 1, 1995, the California State Plan now specifies that improved program quality standards be established and that demonstrating these standards be integral to receiving federal ABE/321 funding.

Throughout the country, federal ABE/321 grants to states fund a variety of adult education programs, including Adult Basic Education (ABE), English-as-a-Second Language (ESL), high school diploma, and General Educational Development (GED) certification programs. In California, however, ABE/321 grants supplement instructional services only for adults functioning below a high school level. As a result, Local Assistance Grants are awarded to ABE and ESL programs in school districts, community colleges, libraries, community-based organizations and other applicant agencies meeting California Department of Education eligibility requirements. In addition, three California state agencies: California Department of Corrections (CDC), California Youth Authority (CYA), and Department of Developmental Services (DDS) offer instruction to institutionalized ABE and ESL learners.

In contrast to other states, California targets ABE/321 funding for learners functioning below a high school level

To meet the federal accountability mandate to monitor local adult basic education programs, the California Department of Education utilizes the Comprehensive Adult Student Assessment System (CASAS). For over a decade, CASAS has provided a comprehensive statewide database of learner demographic and outcome data, including learning gains and goal attainment information. CASAS enables systematic articulation among program levels, provides quality indicators for reporting learner gains, and enhances program accountability within and among adult education programs. This uniform approach provides systematic accountability

across programs and enables agencies to monitor progress in meeting program improvement goals on a long term basis as required by the State Plan. This report presents the ABE/321 California accountability data for State Fiscal Year 1991-92.

DATA COLLECTION METHODOLOGY

For 1991-92, fall ABE/321 data was collected from 213 local ABE and ESL agencies and 43 sites from three state agencies

California adult basic education agencies receiving ABE/321 funds participated in the data collection process. During the first four weeks of the 1991 fall semester, 213 local ABE and ESL agencies collected learner data along with an additional 43 sites from the three state agencies (California Department of Corrections, California Youth Authority, Department of Developmental Services). All agencies collected learner demographic information, including gender, age, ethnic background, native language, years of education completed, highest degree earned, reason for enrollment, and goal attainment for approximately 130,000 adult basic education learners.

From this total population, a sample of local agencies collected demographic and educational performance data relating to learners' needs and their educational gains. This sample is a representative sample of one-third of the total agencies from each provider type (community colleges, adult schools, community-based organizations, and literacy groups). These sampling agencies, as well as all state level agencies, collected demographic and pre/post-test data for 87,934 ABE and ESL adult learners. Larger agencies tested a representative sample of their population while smaller agencies tested all learners. For a list of participating agencies and a description of how sampling agencies were selected, please refer to Appendix A.

The learner demographic profiles compiled from the total population and the sample were nearly identical. This ensures that sampling agency data is generalizable to the population of learners enrolled in federally funded ABE/321 programs in California. All data presented throughout the remainder of this report will be generated from the sample of agencies that collected both demographic and pre/post-test data.

Characteristics of the Data

In making judgments and drawing conclusions about the data presented in this report, the following characteristics of the data must be considered:

- *Not all ABE/321 agencies are represented in the data.* Data were received from over 90 percent of all 321-funded agencies in California, thus data for approximately 1,500 learners served by these agencies

are not included in this report. None of these data, however, were from sampling agencies.

- *The report of hours of instruction varied by agency.* Some agencies reported individual learners' hours of instruction while others reported hours of instruction by class.

- *Learners enrolled in advanced ABE and ESL are more likely to remain in their program until post-testing is completed.* As a result, progress data may be more accurate for higher level learners than for beginning level learners at the time of program entry. (See page 35.)

- *Many learners may not have been post-tested because they were absent during the post-test period.* This may occur as testing at most agencies takes place during a fixed time interval and some adult learners have sporadic attendance patterns.

- *Learning gain data in this report are reported for all learners with accurate CASAS pre- and post-test scaled scores.* The CASAS ABE/321 Test Administration Manual (1991-92) outlines specific instructions for learners whose pre-test scores are within four points of the highest score in the accurate range. These learners were to be given the appropriate post-test for the next level. A presentation of this method is in Appendix C. [Please note that the 1989-91 and 1990-91 learning gain data included in this report have been analyzed with this new methodology; thus the scaled score data reported for these years have changed slightly from past reports which included all post-test scores.]

- *The amount of learning gain data reported is significantly less than the total pre-test data collected.* Appendix D explains this occurrence, outlining the methodology for inclusion of accurate test score data in reporting progress.

- *Different provider types have varying mandates relating to the number of hours of instruction required between pre- and post-testing of their learners.* For additional information, refer to Section 5.

- *Literacy programs (abbreviated "LIT") in this report include volunteer-based literacy instruction provided through counties, libraries, and literacy councils.*

Report Overview

This report comprises eight sections. Section 2 presents 1991-92 demographic profiles of adult learners and compares them with those from previous years (1989-90, 1990-91). Section 3 examines the reasons for

enrollment and types of goal attainment for adult learners and yearly trends. Section 4 compares demographic data from six regions throughout California. Section 5 provides information about different types of adult programs by program and level. Section 6 details local agency learning gain data, and Section 7 contains state agency learning gain data. Lastly, Section 8 features preliminary data for adult learners enrolled in the spring of 1992.

Section Two:

LEARNER PROFILE

OVERVIEW: *This section presents demographic information from State Fiscal Year (SFY) 1991-92 and compares data from SFYs 1989-90 and 1990-91. The demographic trend data include the following: gender, age, ethnic background, native language, previous years of education completed and highest degree earned. A comparison of ABE and ESL learners is also presented.*

1991-92 DEMOGRAPHICS

Gender

In the 1991-92 sample of ABE and ESL learners in California, men and women were represented almost equally: 49 percent were female and 51 percent were male. (See Figure 2.1.) Over the last three years, the gender balance of this learner population has remained constant.

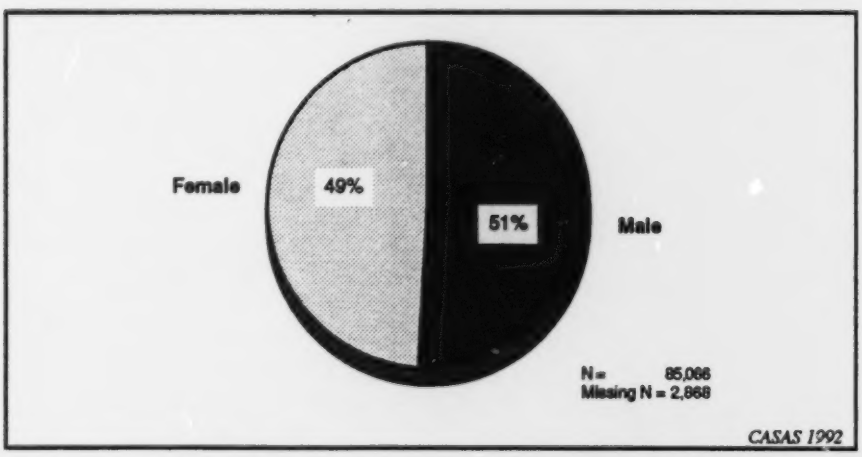

Figure 2.1 - Gender: California ABE/321 Sample

Age

More than half (56%) the ABE/321 adult learners were under age 30

The 1991-92 sample of ABE/321 adult learners was relatively young. More than half (56%) were under 30 years and 17 percent were under 21. Only 22 percent were more than 40 years of age. (See Figure 2.2.) As with gender, the age breakdown has changed little since 1989.

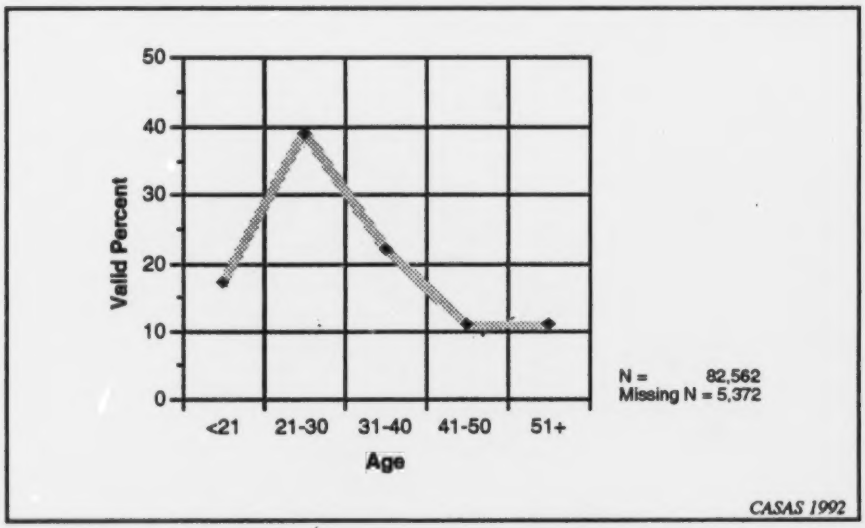

Figure 2.2 - Age: California ABE/321 Sample

Ethnic Background

Since 1989 the Hispanic population has decreased ten percent; the Indo-Chinese population has increased six percent

Comparison of three years of data indicates that ABE/321 learners are becoming more diverse. For example, in 1991-92, more than half the adult learners were Hispanic (54%); the remainder were Asian (18%), Indo-Chinese (12%), White (9%), Black (4%), and Other (3%). (See Figure 2.3.)

The most dramatic changes occurred with learners of Indo-Chinese and Hispanic origin. Since 1989-90, the percentage of adult learners (6%) from the Indo-Chinese countries of Vietnam, Cambodia, and Laos has nearly doubled. Conversely, the Hispanic population has incrementally declined since the late eighties when it was nearly two-thirds (64%) of the learner sample. This change in the Hispanic population results in part from the decreasing enrollment in amnesty education due to the phasing out of SLIAG funding for these programs through the Immigration Reform and Control Act of 1986. The composition of the remaining ethnic groups has remained generally constant over the past three years.

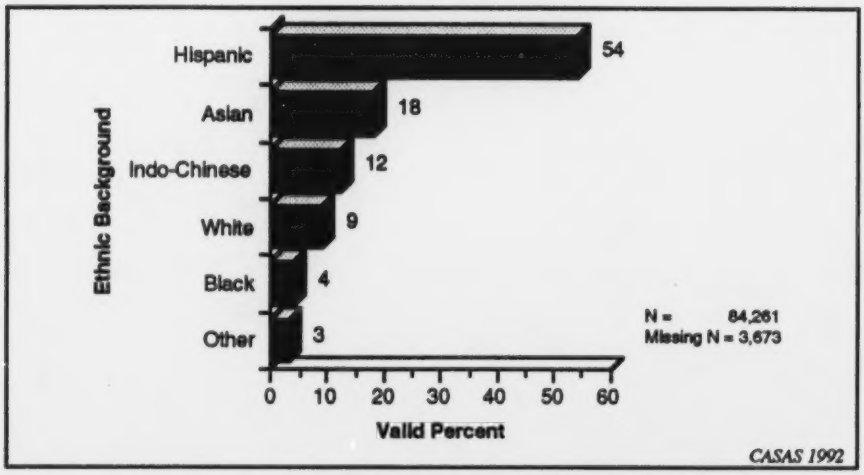

Figure 2.3 - Ethnic Background: California ABE/321 Sample

Native Language

The native languages of the 1991-92 ABE/321 adult learners were also quite diverse. Fifty-three percent of the respondents identified Spanish as their native language, followed by English, Chinese, and Vietnamese each with 11 percent. Other learners identified Hmong (2%), Korean (2%), and Russian (2%), while the remaining eight percent indicated other languages such as Japanese, Laotian, Arabic and Tagalog, each comprising less than one percent of the total sample. (See Figure 2.4.)

Since 1989-90, the Spanish speaking population has decreased by 11 percent from 64 percent, while the proportion of Chinese and Vietnamese speakers has increased from three years ago by five and four percent, respectively. Again, the shrinking percentage of Hispanic learners may be attributed to decreasing enrollment in amnesty education programs.

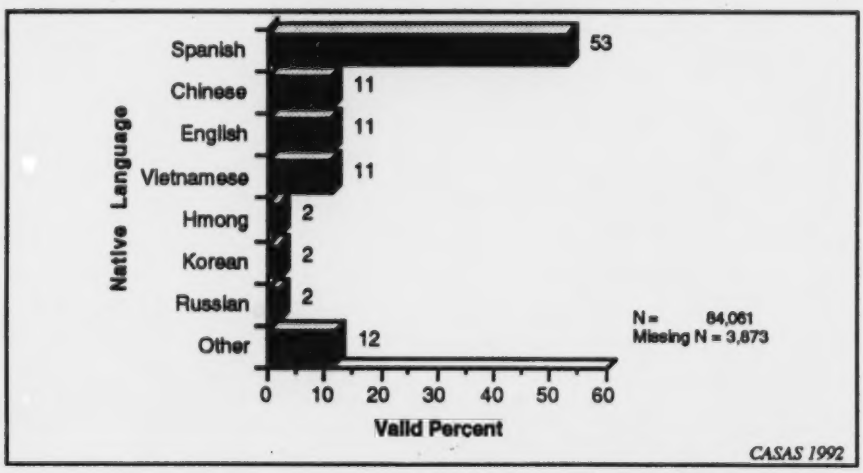

Figure 2.4 - Native Language: California ABE/321 Sample

Years of Education Completed

Years of education completed by learners enrolling in ABE/321 programs increased over the past three years

Figure 2.5 illustrates the number of years of schooling the 1991-92 sample respondents had completed in the United States or in their native countries. Nearly half the adult learners (46%) had completed nine or fewer years of education, while the remaining were distributed as follows: 10-11 years (17%), 12 years (20%), and 13+ years of education (17%).

Over the past three years, the years of education completed by the ABE/321 population has increased. In 1989-90, 45 percent of the learners had completed ten or more years of education compared to 54 percent in 1991-92. This increase in reported number of years of schooling completed may partially result from the declining enrollment of less educated amnesty learners who entered programs with an average of 5.6 years of education.[1]

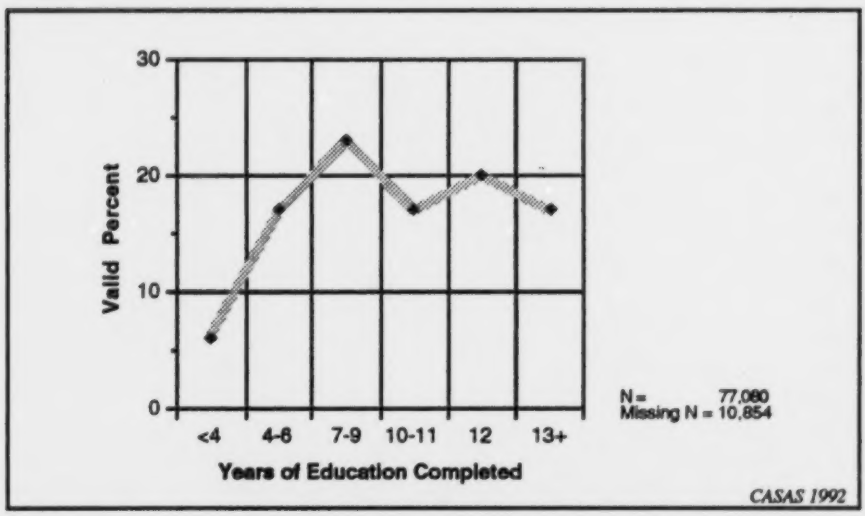

Figure 2.5 - Years of Education Completed: California ABE/321 Sample

Highest Degree Earned

In 1991-92, 54 percent of ABE/321 learners did not have a diploma or degree

More than half the 1991-92 sample respondents (54%) reported not having a diploma or degree from the United States or another country. However, 28 percent had earned a high school diploma and three percent held a GED. The remaining learners possessed some type of post-secondary degree such as a technical degree (4%), Associate of Arts degree (2%), or four-year college degree (6%). (See Figure 2.6.) These percentage breakdowns have remained consistent over the last three years.

1 Comprehensive Adult Student Assessment System. *Three Years of Amnesty Education in California: Report Highlights*. San Diego, California: Comprehensive Adult Student Assessment System, 1992.

Although 46 percent of ABE/321 learners possessed a degree or diploma, adults may still enroll in ABE and ESL programs if they are functioning below a high school level. For additional information about the basic skill levels of learners, please see Section 6.

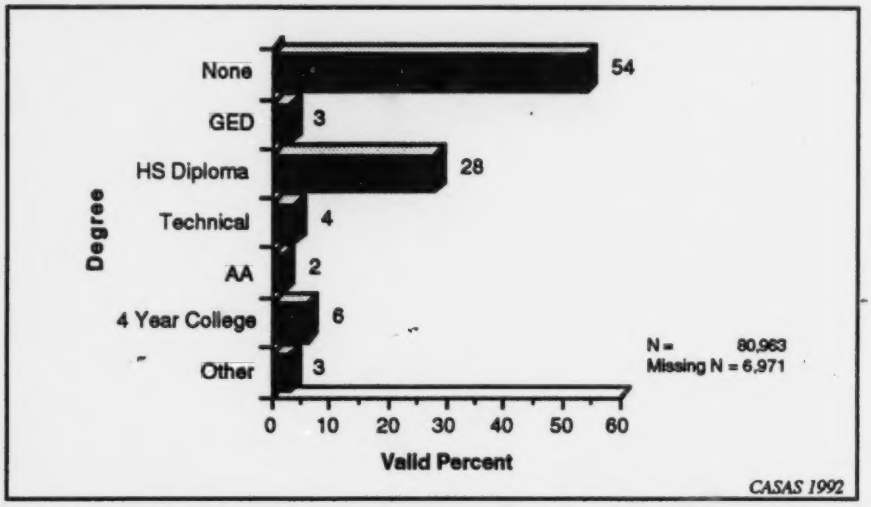

Figure 2.6 - Highest Degree Earned: California ABE/321 Sample

COMPARISON OF ABE AND ESL LEARNERS

In general, ABE and ESL learners were similar with regard to gender and age. There were, however, some striking differences related to their ethnicity and educational background. The ABE sample was composed of 44 percent Hispanic, 23 percent White, 15 percent Black, and 12 percent Asian and Indo-Chinese. Conversely, the ESL sample consisted of 57 percent Hispanic, only five percent White, less than one percent Black, and 36 percent Asian and Indo-Chinese learners.

In terms of educational background, only 32 percent of the ABE learners had some type of degree or diploma compared to more than half (52%) the ESL learners. Although more ESL learners had earned degrees or diplomas, 25 percent had completed fewer than six years of education compared to 15 percent of the ABE learners. In contrast, 29 percent of the ABE learners had completed 10-11 years of education compared to only 13 percent of the ESL sample.

Almost half (47%) the ABE learners were mandated to enroll, while ESL learners were more likely to enroll for job-related reasons (50%).

Section Three:

REASON FOR ENROLLMENT AND GOAL ATTAINMENT

***OVERVIEW:** This section compares information about the 1991-92 California ABE/321 adult learners' reasons for enrollment and goal attainment with similar data from 1989-90 and 1990-91.*

REASON FOR ENROLLMENT

At the time the pre-test is given, learners choose from four categories to record their major reason for enrolling in adult education:

- **Education** - working toward a degree, diploma, or GED
- **Personal/Communication** - pursuing educational enrichment
- **Mandated** - attending a special required program such as welfare reform (GAIN) or amnesty education (IRCA)
- **Job** - aspiring to obtain either a job or a job promotion

Figure 3.1 shows that nearly half (45%) the 1991-92 ABE/321 learners reported finding a job or receiving a promotion as their reason for enrollment. This was followed by mandated enrollment (29%), personal/communication (15%), and educational pursuits (11%). In 1989-90, learners' reasons for enrolling were substantially different — only 12 percent reported job-related reasons, while 43 percent reported personal reasons. There were fewer learners in 1989-90 who were mandated to enroll (23%), and more who cited educational goals (22%). Learners' reasons for enrolling were similar to 1991-92.

In 1991-92, nearly half (45%) the ABE/321 learners attended school for job-related reasons compared to only 12 percent in 1989-90

This three-year comparison beginning in 1990-91 highlights a major shift away from personal reasons to job-related reasons for enrollment. This may be due to the newly mandated pre/post-testing for learners in the GAIN (Greater Avenues for Independence) program, California's welfare reform program which provides pre-employment education and training.

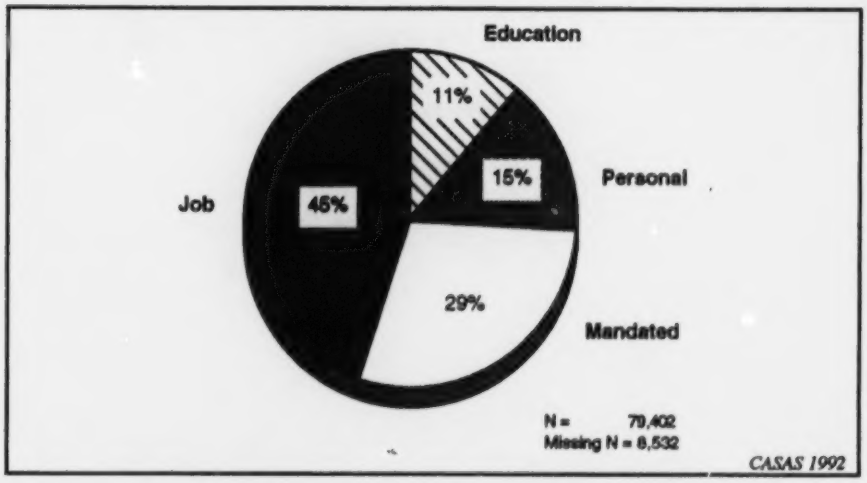

Figure 3.1 - Reason for Enrollment for ABE/321 Learners

GOAL ATTAINMENT DATA

Most learners (63%) were retained in their program; an additional nine percent met their personal goal

Three categories reflect the status of ABE/321 learners at the completion of the pre/post-test period: 1) Retained in Program; 2) Met Personal Goal; and 3) Barriers to Education. According to the sample data, nine percent met their goal and 63 percent were retained in or changed into another class or program. Twenty-eight percent reported a barrier to education. (See Figure 3.2.)

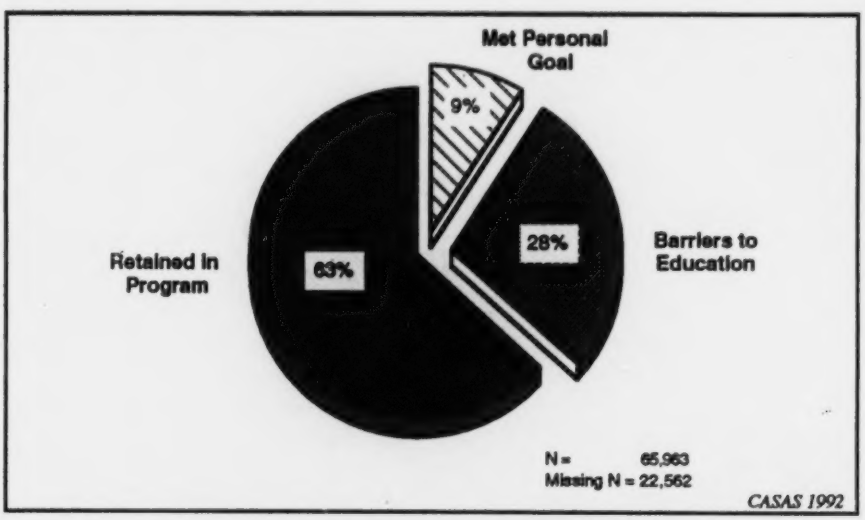

Figure 3.2 - Goal Attainment for ABE/321 Learners

Of the adult learners who were not retained in the program but who attained their goal, the majority (52%) reported that their goal was personal or to improve communication. Nearly one-third (28%) of the learners obtained employment, and nine percent entered job training. The remaining 11 percent entered college. (See Figure 3.3.)

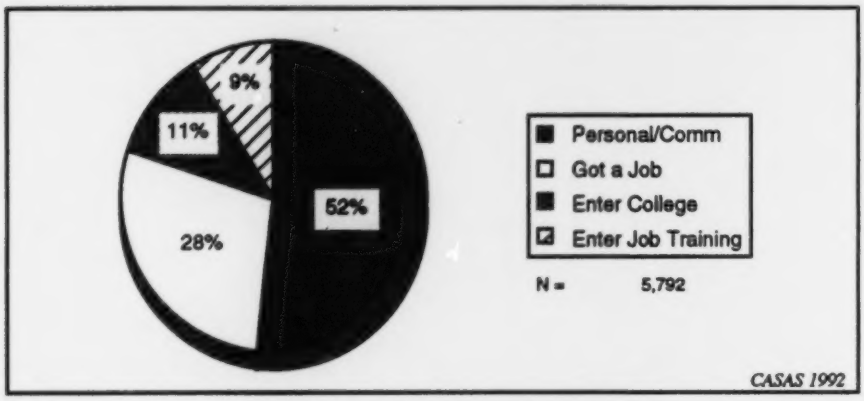

Figure 3.3 - Goal Attainment: Met Goal

Of adult learners who cited a barrier to education, 13 percent had moved, 10 percent changed their work time, 6 percent cited health or family problems, and 14 percent cited other reasons for not attending. The remaining four percent cited child care (2%) and transportation (2%) as obstacles. Most of the barriers (54%) were unknown. These trends have remained consistent since 1989-90. (See Figure 3.4.)

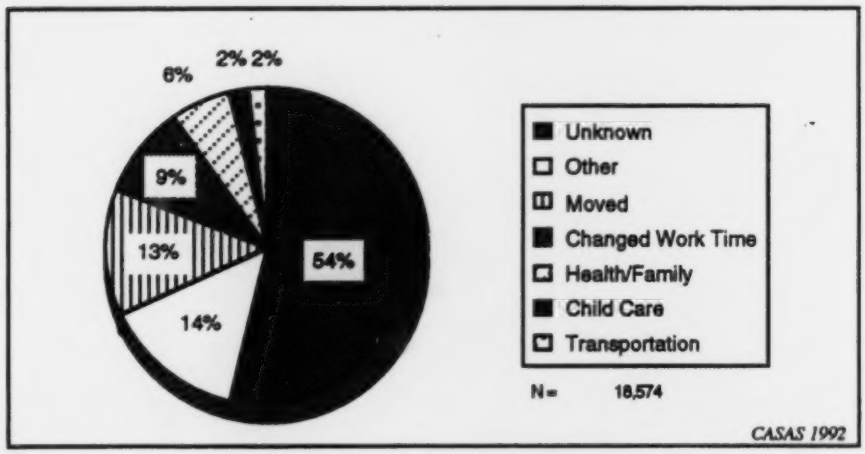

Figure 3.4 - Barriers to Education

More than half (54%) the learners left education programs for unknown reasons

Goal Attainment by Reason For Enrollment

Learners who enrolled for educational reasons remained in their programs at the highest rate

Learner goal attainment information related to the reason for enrollment was also collected. Of learners who enrolled for job-related or personal reasons or by mandate, approximately 11 percent met their goal and exited the program. The remaining 73 percent were retained and 16 percent encountered barriers. (See Table 3.1.) Of learners who enrolled for educational reasons, however, only three percent met their goal, 81 percent were retained, and 16 percent encountered barriers. These results suggest that it takes longer for learners to achieve educational goals such as diplomas or degrees and that they are as persistent as other adult learners in the pursuit of their goals.

Table 3.1 - Goal Attainment by Reason for Enrollment

	JOB	EDUCATION	PERSONAL	MANDATED
RETAINED				
Retained In Program	16,794	3,893	5,863	9,788
Changed Program	648	282	245	987
GOAL ATTAINMENT				
Entered Job Training	149	59	104	156
Got A Job/Better Job	522	56	550	388
Entered College	161	11	78	360
Personal/Communication	1,742	46	276	678
BARRIERS TO EDUCATON				
Transportation	112	8	72	86
Child Care	199	11	75	136
Health/Family Problems	438	115	142	335
Changed Work Time	768	52	346	442
Moved	877	308	184	843
Other	1,007	314	209	480
UNKNOWN	4,146	999	1,483	2,636

N = 60,659 *CASAS 1992*

REASON FOR ENROLLMENT BY DEMOGRAPHICS

Gender

Males (68%) were more than twice as likely as females (32%) to report education as their reason for enrollment. In addition, females were more than twice as likely to enroll for job-related reasons. Of those citing jobs as their reason for enrollment, 54 percent were female, compared with 46 percent who were male. (See Table 3.2.)

Ethnic Background

Reason for enrollment varied moderately according to ethnic background. Of learners reporting education as their reason for enrollment, 44 percent were Hispanic, 25 percent were Indo-Chinese, 12 percent were Asian, and 11 percent were Black. Of those reporting a job-related reason for enrollment, the numbers for each of these ethnic groups shifted dramatically: 55 percent were Hispanic and the percentages of Indo-Chinese and Blacks were ten percent and two percent respectively. A relatively large percentage of Asians were in the job (21%) and personal/communication (24%) categories.

Hispanic learners were more likely to enroll for job-related reasons than for educational reasons

Highest Degree Earned

Those learners with no formal diploma or degree were more likely to enroll for educational reasons than for mandated, personal, or job-related reasons.

Table 3.2 - Reason For Enrollment by Gender, Ethnic Background, & Degree (Valid Percent)

		MANDATED	PERSONAL	EDUCATION	JOB
GENDER	Male	54	52	68	46
	Female	46	48	32	54
ETHNIC BACKGROUND	Asian	14	24	12	21
	Black	7	1	11	2
	Hispanic	54	50	44	55
	Indo-Chinese	11	14	25	10
	White	11	6	5	10
	Other	3	3	3	2
DEGREE	None	54	46	80	50
	GED	3	3	2	3
	HS Diploma	29	35	13	28
	Technical	4	5	2	5
	AA Degree	2	2	1	3
	4 Year College	5	6	1	8
	Other	3	3	1	3

Gender N = 77,729 Ethnic Background N = 77,539 Degree N = 74,881 *CASAS 1992*

GOAL ATTAINMENT BY DEMOGRAPHICS

Gender

Males (54%) were more likely than females (46%) to report a barrier to education, but both were equally likely to meet their goal or be retained. (See Table 3.3.)

Ethnic Background

Goal attainment varied somewhat by ethnic background. Hispanic learners were more likely to meet their goal and then leave the program, or to encounter a barrier than to continue in program. In contrast, Asians and Indo-Chinese were proportionally more likely to remain in their program were than other ethnic groups.

Asians and Indo-Chinese were proportionally more likely to remain in their program than were other ethnic groups

Table 3.3 - Goal Attainment by Gender & Ethnic Background (Valid Percent)

		RETAINED	MET GOAL & LEFT PROGRAM	BARRIER
GENDER	Male	50	51	54
	Female	50	49	46
ETHNIC BACKGROUND	Asian	20	15	15
	Black	4	3	5
	Hispanic	47	64	63
	Indo-Chinese	18	6	7
	White	9	8	8
	Other	2	4	2

Gender N = 63,568 Ethnic Background N = 63,138 *CASAS 1992*

Section Four:

REGIONAL DATA

OVERVIEW: *This section examines demographic characteristics such as gender, age, ethnic background, native language, previous years of education, highest degree earned, goal attainment, and provider type in six geographical regions in California.*

GEOGRAPHIC REGIONS IN CALIFORNIA

This report divides the state of California into six geographic regions: Los Angeles County, Los Angeles Perimeter, San Diego County, Bay Area, Central Valley and Balance of State. These regions encompass the following counties: "Los Angeles County" incorporates only Los Angeles County; "Los Angeles Perimeter" represents Ventura, San Bernardino, Riverside, and Orange Counties; "San Diego County" incorporates only San Diego County; "Bay Area" represents San Francisco, San Mateo, Santa Clara, Contra Costa, and Alameda Counties; "Central Valley" comprises Kern, Tulare, Fresno, and Merced Counties; Lastly, "Balance of State" represents all remaining counties.

LEARNER DISTRIBUTION AMONG REGIONS

The majority of the data came from two regions: Los Angeles County and the Bay Area. These two regions account for 61 percent of the total data collected (34% and 27% respectively). The remaining regions were distributed as follows: San Diego County (10%), Los Angeles Perimeter (6%), Central Valley (4%), and Balance of State (11%). The California State agencies (Department of Corrections, California Youth Authority, and Department of Developmental Services) represented the last eight percent. (See Figure 4.1.)

More than 60 percent of the ABE/321 sample was from Los Angeles County and the Bay Area

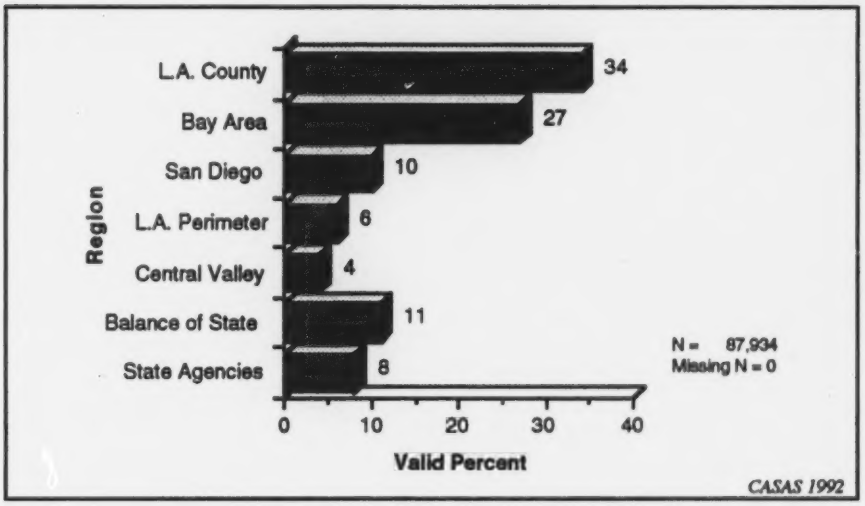

Figure 4.1 - ABE/321 Sample by Geographic Region

DEMOGRAPHICS BY GEOGRAPHIC REGION

Gender by Region

Gender distribution fluctuated notably by region. The Central Valley, Los Angeles Perimeter, and Balance of State regions reported the highest proportions of males with 64 percent, 54 percent, and 51 percent respectively. In the remaining regions, females slightly outnumbered the males. (See Table 4.1.)

Table 4.1 - Gender & Age by Region
(Valid Percent)

		L.A. COUNTY	L.A. PERIM.	SAN DIEGO	BAY AREA	CENTRAL VALLEY	BALANCE OF STATE
GENDER	Male	48	54	44	44	64	51
	Female	52	46	56	56	36	49
AGE	<21	18	19	21	13	7	17
	21-30	42	51	39	35	32	35
	31-40	21	19	21	22	33	25
	41-50	10	7	10	14	19	12
	50+	9	4	9	16	9	11

Gender N = 85,066 Age N = 82,562 CASAS 1992

Age by Region

Table 4.1 also notes age differences by region. Los Angeles Perimeter learners were slightly younger overall with 70 percent under age 30 and 11 percent over age 40. Conversely, there were more older learners in the Bay Area (30%) and Central Valley (28%). Age distribution data from the remaining regions was more evenly balanced.

The Bay Area and Central Valley learners were slightly older than the rest of the regional sample

Ethnic Background by Region

Learners of Hispanic origin were the most prevalent throughout all regions, especially in Los Angeles Perimeter (76%), Los Angeles County (71%), and San Diego (69%). Hispanics comprised approximately one-third of the learners in the Bay Area (33%), Central Valley (32%), and Balance of State (36%). In the Bay Area and Central Valley, Asian and Indo-Chinese learners were the most populous ethnic groups, with 53 percent and 47 percent respectively. There were greater percentages of White learners in the Balance of State (25%) and Central Valley (18%). (See Table 4.2.)

Table 4.2 - Ethnic Background & Native Language by Region
(Valid Percent)

		L.A. COUNTY	L.A. PERIM.	SAN DIEGO	BAY AREA	CENTRAL VALLEY	BALANCE OF STATE
ETHNIC BACKGROUND	Asian	19	15	8	28	20	13
	Black	1	<1	2	3	2	6
	Hispanic	71	76	69	33	32	36
	Indo-Chinese	4	5	10	25	27	14
	White	4	3	7	8	18	25
	Other	1	1	4	3	1	6
NATIVE LANGUAGE	Chinese	12	2	3	21	1	8
	English	5	2	5	5	23	25
	Hmong	0	<1	<1	0	24	4
	Russian	<1	<1	2	3	1	7
	Spanish	71	75	69	33	28	35
	Vietnamese	5	13	9	23	2	7
	Other	7	8	12	15	22	14

Ethnic Background N = 84,261 Native Language N = 84,061 *CASAS 1992*

Hispanic learners were most prevalent in southern California, while Asian and Indo-Chinese learners were more prevalent in the Bay Area and Central Valley

Native Language by Region

The distribution of native languages was very similar to that of ethnic background. Spanish was the predominant language spoken in each of the six regions. High percentages of Asian (e.g. Chinese) and Indo-Chinese (i.e. Hmong, Lao, Cambodian, and Vietnamese) speakers were found in the Bay Area and the Central Valley. Learners with Chinese as their native language were most commonly reported in the Bay Area (21%) followed by Los Angeles County (12%). Vietnamese speakers were most prevalent in the Bay Area (23%) as well, followed by Los Angeles Perimeter (13%).

Previous Education by Region

Central Valley learners had fewer years of education than learners in the other regions

The number of years of education completed in the United States or in the learners' native countries was generally consistent across all regions, except for the Central Valley. Nearly 60 percent of the learners in the Central Valley had fewer than six years of education, compared to only 11 percent with more than 12 years. For the remaining regions, between 20 and 25 percent of the adult respondents had fewer than six years of education, while 32 to 45 percent had completed more than 12 years. (See Table 4.3.)

Table 4.3 - Years of Education Completed & Degree by Region
(Valid Percent)

		L.A. COUNTY	L.A. PERIM.	SAN DIEGO	BAY AREA	CENTRAL VALLEY	BALANCE OF STATE
YEARS OF EDUCATION COMPLETED	<4	5	6	5	5	31	8
	4-6	19	15	18	14	28	17
	7-9	25	23	25	20	20	21
	10-11	14	14	13	16	10	22
	12	19	24	23	24	7	18
	13+	18	18	16	21	4	14
DEGREE	None	50	51	53	43	91	60
	GED	4	3	3	2	<1	2
	HS Diploma	28	32	25	35	6	27
	Technical	5	4	7	4	1	4
	AA Degree	3	2	2	3	<1	1
	4 Year College	6	5	6	9	1	4
	Other	4	3	4	4	1	2

Years of Education Completed N = 77,080 Degree N = 80,963 *CASAS 1992*

The Central Valley reported the most learners without any type of diploma or degree (91%), compared to the remaining regions (approximately 30%). The Bay Area reported the highest proportion of high school degrees (35%) and four-year college degrees (9%).

Reason for Enrollment and Goal Attainment by Region

Learners in all but the Central Valley cited job-related reasons as their greatest motivation for enrollment. Los Angeles Perimeter learners most often cited job-related reasons (56%), closely followed by Los Angeles County (52%), San Diego (45%) and the remaining regions at approximately 40 percent. Nearly half (46%) the learners from the Central Valley enrolled for educational reasons, compared to less than ten percent for the other regions. In addition, only nine percent of the Central Valley learners were mandated to enroll in adult basic education compared to approximately 30 percent in the remaining regions. (See Table 4.4.)

Learners in all but the Central Valley cited job-related reasons as their greatest motivation for enrollment. Most Central Valley learners enrolled for educational reasons.

Goal attainment was also consistent across the regions. The Bay Area recorded the highest percentage of learners retained in programs (72%), followed by San Diego (67%), Los Angeles Perimeter (63%), Central Valley (62%), and Los Angeles County and Balance of State at 57 percent each. The greatest proportion of learners who left the program because they had met their goals was in the Balance of State (19%), while the remaining regions reported less than ten percent in this category. Approximately one-quarter to one-third of all learners encountered barriers preventing goal attainment.

Table 4.4 - Reason for Enrollment & Goal Attainment by Region
(Valid Percent)

		L.A. COUNTY	L.A. PERIM.	SAN DIEGO	BAY AREA	CENTRAL VALLEY	BALANCE OF STATE
REASON FOR ENROLLMENT	Mandated	29	30	29	28	9	38
	Personal	13	12	20	22	2	18
	Education	6	2	6	7	46	9
	Job	52	56	45	43	43	35
GOAL ATTAINMENT	Retained	57	63	67	72	62	57
	Met Goal	8	8	9	7	8	19
	Barrier	35	29	24	21	30	24

Reason for Enrollment N = 79,402 Goal Attainment N = 65,372 *CASAS 1992*

Section Five:

PROGRAM INFORMATION

OVERVIEW: *This section presents information about different programs and levels in which ABE/321 learners were enrolled. Demographic information is also featured by provider type (adult school, community college district, community based organization, literacy program, or state agency) comparing 1991-92 data with that from 1989-90 and 1990-91.*

PROGRAM AND LEVEL

Over three-quarters (79%) of the ABE/321 sample adult learners were enrolled in various levels of English-as-a-Second-Language (ESL) programs, followed by Adult Basic Education (ABE) programs (17%), and other programs (4%) such as High School and GED preparation. (See Figure 5.1.) [Note: Although the California State Plan does not provide specific funding for High School and/or GED programs, some learners functioning below the high school level might still enroll in these programs.]

Seventy-nine percent of the learner sample enrolled in ESL programs; 17 percent enrolled in ABE programs

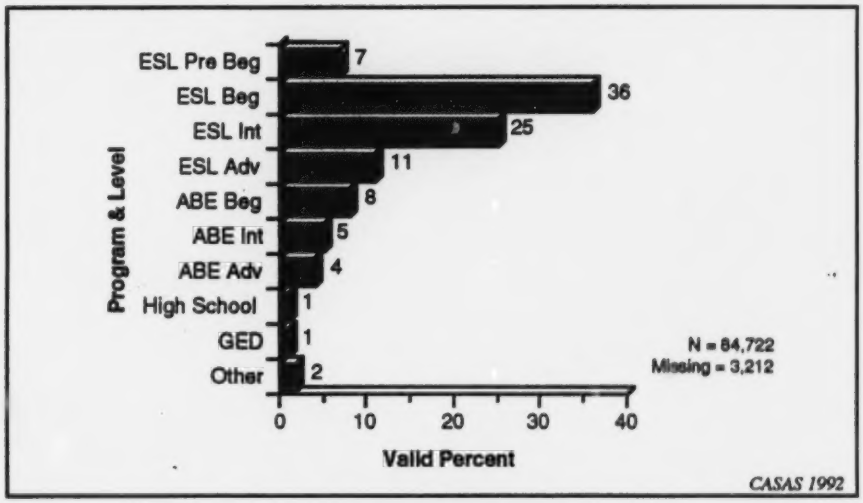

Figure 5.1 - Program & Level

PROVIDER TYPE AND PLACEMENT LEVEL

More than two-thirds (68%) of the California ABE/321 adult learners were enrolled in programs offered by adult schools. Ten percent attended programs offered by a community college district (17%) or community-based organization (5%). More than ten percent were from state agencies: correctional institutions (5%), state hospitals (3%), and youth authority institutions (2%). Literacy programs comprised less than one percent of the sample. (See Figure 5.2.)

Adult schools enrolled more than two-thirds of the California ABE/321 learners in 1991-92

In 1989-90, 81 percent of the 321 learners were enrolled in adult schools, while the enrollment for community college districts was only nine percent. Learners enrolled in community-based organizations comprised one percent in 1989-90. The enrollment proportions for the remaining service providers has generally remained constant.

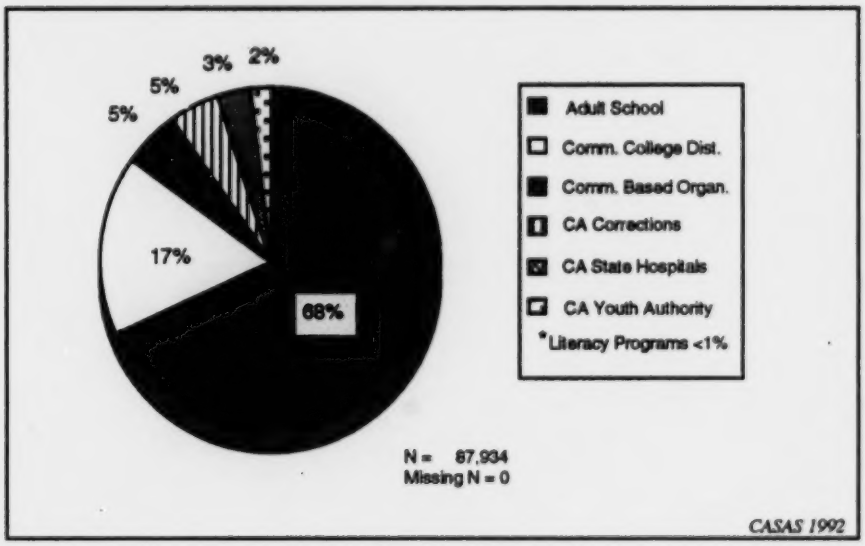

Figure 5.2 - Provider Type

Table 5.1 presents a summary by program level and by provider type of the ABE/321 learners who were pre-tested. Approximately 60,000 ESL and 7,000 ABE learners were enrolled in adult schools. Of nearly 15,000 learners enrolled in community college districts, 83 percent were in ESL programs. The remaining 12,000 ABE/321 learners attended various programs provided by the other five provider types.

Table 5.1 - Program Level and Provider Type by Numbers of ABE/321 Learners

	ADT	CCD	CBO	LIT	CORR	HOS	CYA	Total
ESL Pre Beg	4,875	649	637	1	176	2	9	6,351
ESL Beg	22,994	4,666	1,908	23	715	2	140	30,448
ESL Int	15,615	4,939	508	6	229	1	47	21,345
ESL Adv	7,142	1,930	210	1	136	3	3	9,425
ABE Beg	2,433	569	700	19	843	1,811	128	6,503
ABE Int	1,441	1,041	254	16	865	124	231	3,972
ABE Adv	1,196	533	58	18	869	71	275	3,020
High School	691	133	16	1	61	7	464	1,373
GED	269	132	38	3	347	1	55	845
Pre Empl/VESL	525	13	3	0	2	1	0	544
Other	433	60	12	1	282	25	23	896
Total	57,674	14,665	4,344	89	4,527	2,048	1,375	84,722

CASAS 1992

ADT - Adult School
CCD - Community College District
CBO - Community Based Organization
LIT - Literacy Program
CORR - California Dept. of Corrections
HOS - California State Hospitals
CYA - California Youth Authority

THE CLASS QUESTIONNAIRE

Information about the ABE/321 instructional setting was recorded by instructors on a class questionnaire that is separate from the CASAS individual learner scannable answer sheet. Questions relating to classroom variables including class schedules, class size, tutorial hours, and instructional aide hours were included. Results from this year's class questionnaires are presented in Appendix D of this report.

DEMOGRAPHICS BY PROVIDER TYPE

Gender

Eighty-seven percent of learners served by CBOs were Hispanic

The gender breakdowns were evenly distributed for all provider types, except for the state agencies. For these agencies, males strongly outnumbered females: youth authority (98%), corrections (93%), and hospitals (70%). (See Table 5.2.)

Table 5.2 - Provider Type by Gender, Ethnic Background & Degree
(Valid Percent)

		ADT	CCD	CBO	LIT	CORR	HOS	CYA
GENDER	Male	48	48	52	41	93	70	98
	Female	52	52	48	59	8	30	2
ETHNIC BACKGROUND	Asian	20	23	7	10	1	1	5
	Black	2	6	<1	8	26	10	33
	Hispanic	54	49	87	43	58	11	45
	Indo-Chinese	14	11	2	0	<1	1	<1
	White	7	8	3	37	11	75	11
	Other	3	3	1	2	4	3	6
DEGREE	None	51	46	68	69	83	84	95
	GED	3	3	4	2	4	2	2
	HS Diploma	29	33	15	26	10	10	2
	Technical	5	5	3	0	1	1	0
	AA Degree	3	2	1	1	<1	1	<1
	4 Year College	6	7	4	0	<1	1	<1
	Other	3	4	4	2	2	1	<1

Gender N = 85,066 Ethnic Background N = 84,261 Degree N = 80,963 *CASAS 1992*

Ethnic Background

The ethnic backgrounds of learners sampled varied widely according to provider type. Hispanics represented the majority of learners for each provider type, except for hospitals (11%). The Hispanic percentage breakdown was especially significant in community-based organizations (87%), followed by corrections (58%), adult schools (54%) and the remaining provider types (approximately 40%). Hispanic learners were followed by Asian and Indo-Chinese learners in adult schools (34%) and

community college districts (33%). Other ethnic groups were fairly evenly distributed among the various provider types.

Highest Degree Earned

Most of the adult learners possessed no diploma or degree. Learners in correctional facilities were least likely to have a diploma and most likely to cite educational motives as their reason for enrollment. Greater percentages of learners who possessed a formal degree or diploma were enrolled in community college districts (54%) or adult schools (49%), than in community-based (32%) or literacy organizations (31%).

Reason for Enrollment

The reason for enrollment reported by the ABE/321 sample varied widely according to provider type. Learners mandated to attend classes were most prevalent in correctional institutions (50%), followed by literacy organizations (47%), community-based organizations (42%), and community college districts (34%). Half the learners from adult schools cited employment as their purpose for enrolling. Learners in correctional institutions and youth authorities most commonly cited educational reasons as their reason for enrollment, at 69 percent and 39 percent respectively. (See Table 5.3.)

Table 5.3 - Provider Type by Reason for Enrollment & Goal Attainment (Valid Percent)

		ADT	CCD	CBO	LIT	CORR	HOS	CYA
REASON FOR ENROLLMENT	Mandated	26	34	42	47	50	21	30
	Personal	15	25	6	10	<1	1	<1
	Education	9	4	25	11	39	0	69
	Job	50	37	27	32	11	78	1
GOAL ATTAINMENT	Retained	66	64	3	53	61	52	53
	Met Goal	9	8	24	14	3	15	7
	Barrier	25	28	73	33	36	33	40

Reason for Enrollment N = 79,402 Goal Attainment N = 65,372 *CASAS 1992*

Goal Attainment

The distributions of goal attainment data were generally consistent across provider types. One notable difference is that in community-based

organizations 73 percent of the respondents reported that they did not achieve their goal due to a barrier. Nonetheless, these learners also reported the highest incidence of leaving the program because they met their intended goal (24%).

Other Adult Education Programs Represented

In addition to being part of the ABE/321 population in California, many learners are enrolled in special programs. These programs include GAIN (6% of learners), IRCA (5%), JTPA (.5%), and Special Education (2%).

Section Six:

LOCAL AGENCY LEARNING GAINS DATA

OVERVIEW: *This section presents reading and listening test score and learning gains for local agencies (adult schools, community colleges, community based organizations and library literacy projects). Learning gains data are also compared over three academic years: 1989-90, 1990-91, 1991-92.*

LEARNING GAINS

To assess learning gains in California's ABE/321 programs learners are pre-tested annually during the first month of the fall semester. CASAS reading, listening, or math survey achievement tests are used to assess a learner's ability to apply basic skills in a functional context. For most programs, learners who remain in the program are post-tested after 80 to 120 hours of instruction. In analyzing the learner educational performance data, the following questions will be discussed:

- What were learners' educational levels upon enrollment?
- What learning gains did learners make after 80 to 120 hours of instruction?
- Which learners remained in program after 80 to 120 hours?
- Which learners were not post-tested?
- Are there changes in learning gains over a three-year period?

ABE and ESL Samples

California's 321-funded programs serve English-as-a-Second Language (ESL) learners and Adult Basic Education (ABE) learners. Since ESL and ABE programs differ in their focus, results for each of these learner

populations are reported separately. Pre-test results are compiled from a sample of 9,796 ESL learners and 973 ABE learners. A detailed explanation of how the test score results were compiled is presented in Appendix C.

Interpreting Test Results

Test results are reported using CASAS scaled scores. For ease of interpretation, CASAS scaled scores have been divided into the following ranges:

Table 6.1 - Interpreting CASAS Scores

<200	Difficulty with basic survival tasks
200-214	Able to perform some basic survival tasks
215-224	Able to perform most survival tasks
225+	Able to perform in routine work and social situations (High school entry level reading skills)

CASAS 1992

Ninety percent of the ABE/321 sample scored below the literacy benchmark of 230

The California State Plan established a CASAS scaled score of 230 as the established literacy benchmark. Learners with a score of 230 would be able to perform in routine work and social situations. They are ready to enter high school or GED level programs. Ninety percent of learners scored below the benchmark of 230 in reading. For comparison, a scaled score of 215 is established as the functional literacy benchmark for learners in GAIN and IRCA programs. Fifty-three percent of learners scored below this 215 benchmark.

PRE-TEST PERFORMANCE

ESL and ABE Reading Pre-test Results

ESL learners were less proficient in reading than were ABE learners

As might be expected, learners who enrolled in ESL programs were less proficient in reading than were learners in ABE programs. Twenty-three percent of the ESL test participants were administered beginning level tests compared to 13 percent of the ABE learners. The mean reading pre-test score for ESL learners was approximately 210, while the mean pre-test score for ABE learners was 217.

Learners who scored below the literacy benchmark (CASAS 230) are generally able to carry out routine reading tasks in the community or workplace, such as reading a simple letter or newspaper announcement. The mean pre-test score for ESL beginning (Level A) participants was 191; for Level B participants, 210. (See Figure 6.1.) The mean pre-test score for Level C participants, however, was relatively high (224.4) indicating that nearly one-third of the ESL participants (29%) had sufficient reading skills to enter a high school diploma or GED program.

With a mean reading pre-test score of 217, most ABE learners scored far below the literacy benchmark (CASAS 230). However, 13 percent of all ABE pre-test participants were at a beginning level with a mean score of 192. Another 33 percent were administered Level B tests; their mean pre-test score was 212. In other words, nearly one half (46%) the ABE test participants, on average, scored below CASAS 215. Fifty-four percent of the ABE learners were administered Level C pre-tests and scored a mean of 227 in reading; these learners would be able to read materials at a high school entry or GED level. In general most learners score lower in math than in reading, and may be placed in an ABE program for instruction in math or basic skills other than reading.

Twenty-nine percent of ESL learners and 54 percent of ABE learners pre-tested had, on average, sufficient reading skills to enter high school diploma or GED programs

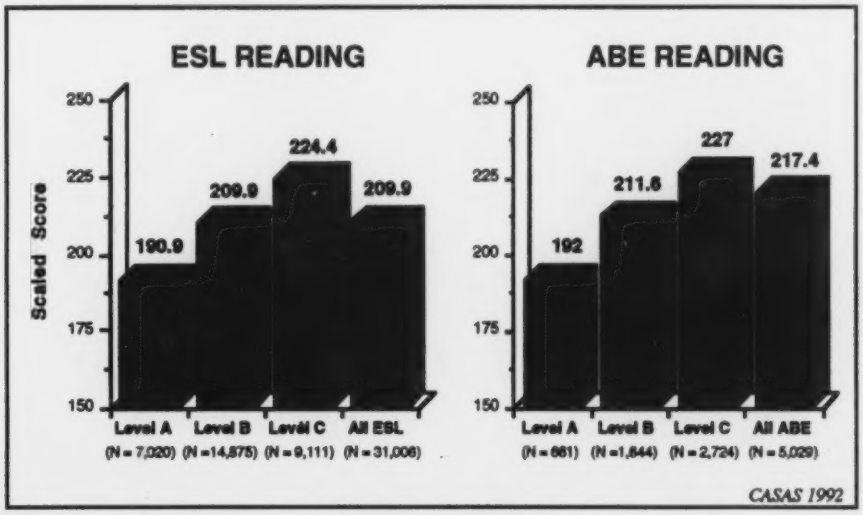

Figure 6.1 - ESL and ABE Reading Mean Pre-test Results

ESL Listening Pre-test Results

In general, listening pre-test results for the ESL population were lower than reading scores, especially for Level C learners. The mean listening pre-test score for ESL learners was 198.3, more than 11 points lower than their mean reading pre-test score. The mean listening pre-test score for Level A participants was 193.5. Learners scoring at this level on the CASAS scale are unable to understand most conversations or carry on a

telephone conversation. For Level B participants, the mean pre-test score was 205.7. Level C participants scored an average of 216.1 points at pre-test. (See Figure 6.2.)

Listening pre-test scores were much lower than reading pre-test scores. ESL learners scored an average of 11.6 points lower on listening than reading

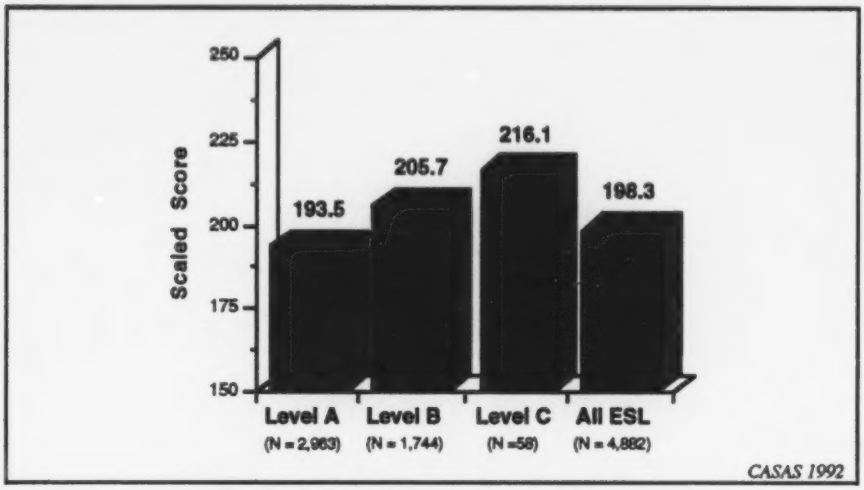

Figure 6.2 - Mean ESL Listening Pre-test Results

LEARNER PROGRESS BETWEEN PRE- AND POST-TESTS

The Post-test Sample

ESL learners were more likely to be post-tested than ABE learners. In addition, advanced ESL and ABE learners were most likely to be post-tested

Pre-tested ESL learners were more likely to be post-tested than ABE learners. More than half (51%) the learners enrolled in ESL programs were post-tested compared to 42 percent of ABE learners. (See Table 6.2.) This trend is even more dramatic by program level. Of all ESL learners pre-tested, 48 percent at Level A were post-tested compared to 51 percent at Level B and 55 percent at Level C. This same trend applies to ABE learners.

Approximately 30 percent of the ABE/321 learners who were pre-tested, but not post-tested, reported that they were still in their program at the time of the post-test. The remaining 70 percent had left the program. Of those who had exited, 15 percent of the learners had met their goal, while most (86%) reported barriers to continuing in the program.

Table 6.2 - Percentage of Pre-tested Learners Who Were Post-tested (Valid Percent)

	ESL	ABE
Level A	48%	38%
Level B	51	40
Level C	55	47
All Levels	51	42
N =	40,266	6,350

* Includes scores in both the accurate and inaccurate ranges *CASAS 1992*

ESL Reading Learning Gains

Beginning level learners had the highest mean learning gains between reading pre- and post-tests

For ESL learners who remained in the program to be post-tested, the mean reading pre-test score was 211.3. The mean ESL learning gain after 80-120 hours of instruction was 4.1 points on the CASAS scale. For those tested with a beginning level test (Level A), net progress was the greatest. At pre-test, their mean score was 191.3; after instruction they had gained an average of 5.4 points. The largest group, Level B test participants, scored a mean of 209.3 on the pre-test and gained approximately four points at post-test. Advanced (Level C) ESL learners had more moderate gains, as their scores increased from a mean score of 223.9 to 229.7, with a net improvement of 3.2 points after 80-120 hours of instruction. (See Figure 6.3.)

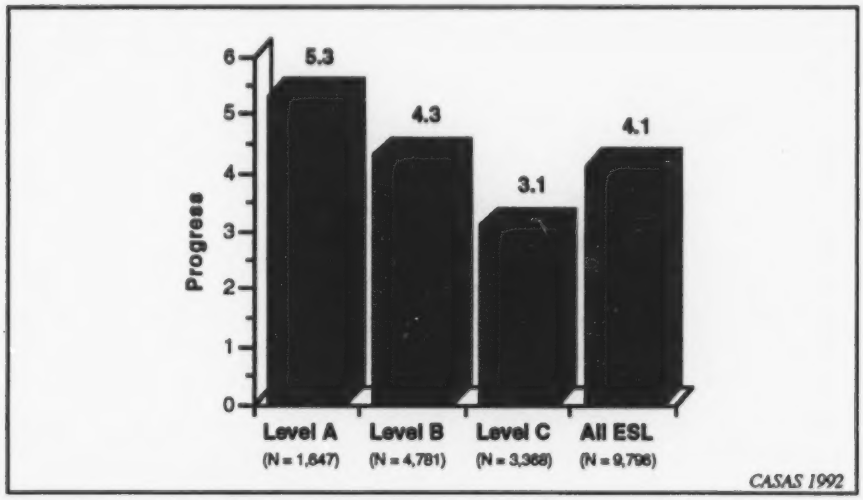

Figure 6.3 - Mean ESL Reading Progress, 1992

ESL Listening Learning Gains

The overall mean pre-test score for ESL listening test participants who were post-tested was 198.3. After 80-120 hours of instruction, these ESL learners were able to progress 3.3 points on average. Beginning level ESL learners made the greatest gains. By pre-testing at a mean score of 193.5, they progressed 5.1 scaled score points. Intermediate learners progressed from 205.7 to 206.3, gaining approximately one point. There was insufficient progress data for advanced level ESL listening test participants. (See Figure 6.4.)

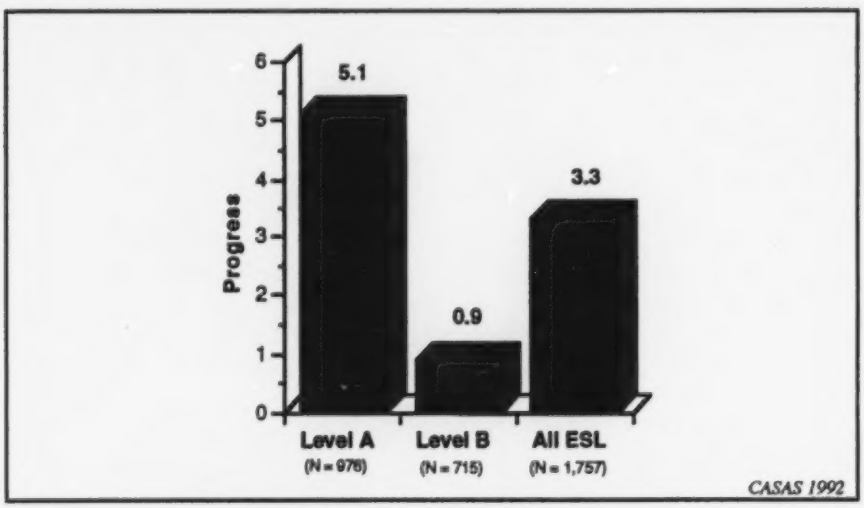

Figure 6.4 - Mean ESL Listening Progress, 1992

ABE Reading Learning Gains

The mean reading pre-test score for all ABE test participants who were post-tested was 221.3. After instruction, the mean gain was three points on the CASAS scale. As was true with their ESL counterparts, it was the beginning level learners (Level A) who had the highest learning gains. The mean pre-test score for Level A learners was 192.8; at post-test they had gained 4.5 points. Level B participants grew approximately three points (from 211.7 to 214.8); Level C test participants, the most advanced group, grew from 226.9 to 229.7--a net gain of 2.8 points. (See Figure 6.5.)

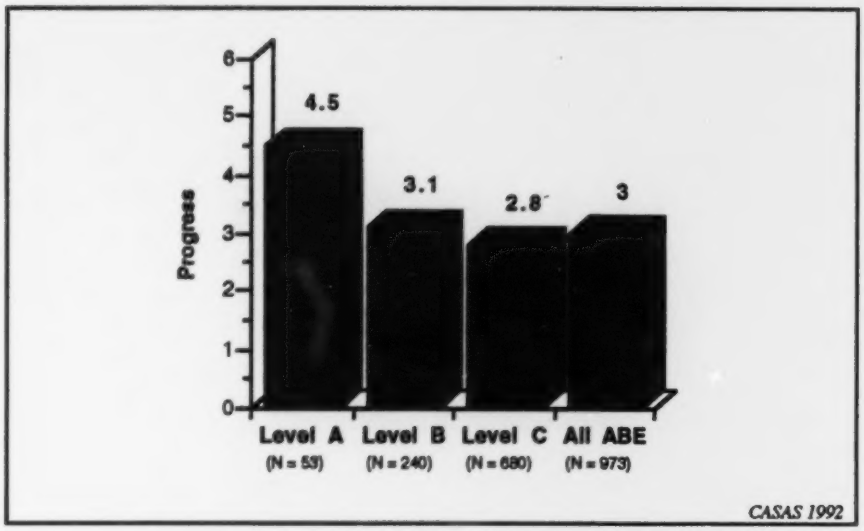

Figure 6.5 - Mean ABE Reading Learning Gains, 1992

LEARNING GAINS OVER THREE YEARS: 1989-92

CASAS test score results have been collected for the ABE/321 population for over 10 years. Learning gains from the past three years is presented.

ESL Reading Learning Gains Over Three Years

Mean pre-test scores for ESL learners increased slightly over the past three years, from 209.3 to 211.3 on the CASAS scale. ESL test participants were also able to make slightly greater pre-post progress each consecutive year. Between 1990 and 1992, the mean gain for this learner population increased from 3.5 to 4.1. This pattern was true for all levels of test participants. Beginning (A level) test participants gains increased 1.5 points — from 3.8 in 1990 to 5.3 in 1992. In the same period, intermediate level learners' gains rose slightly from 4.1 to 4.3. Advanced level learners' gains increased from 2.4 to 3.1 points. (See Table 6.3.)

There has been a steady increase in learning gains made in 321-funded programs over the past three years

Table 6.3 - Mean ESL Reading Learning Gains Over Three Years
(Valid Percent)

		1989-90	1990-91	1991-92
LEVEL A	Pre-test	192.6	190.7	191.3
	Post-test	196.4	195.0	196.6
	Progress	3.8	4.3	5.3
	N =	2,073	2,348	1,647
LEVEL B	Pre-test	210.1	208.8	209.3
	Post-test		213.0	213.6
	Progress		4.2	4.3
	N =	3,174	5,251	4,781
LEVEL C	Pre-test	224.7	223.7	223.9
	Post-test	227.1	226.3	227.0
	Progress	2.4	2.6	3.1
	N =	2,091	3,850	3,368

CASAS 1992

ABE Reading Learning Gains Over Three Years

ABE learners tended to have higher mean pre-test scores than their ESL counterparts. For the past three years, ABE learners' mean pre-test scores have been consistently at least 10 points higher than those of ESL learners.

In general, the mean gain for ABE learners increased steadily over the three-year period from 1990 to 1992. Overall, the mean gain for ABE learners increased 1.2 points from 1.8 to 3.0. Beginning level learners' scores increased from 3.2 to 4.5, intermediate level learners increased from 2.1 in 1991 to 3.1 in 1992, and advanced level learners' mean gains increased from 1.1 to 2.8. (See Table 6.4.)

Table 6.4 - Mean ABE Reading Learning Gains Over Three Years
(Valid Percent)

		1989-90	1990-91	1991-92
LEVEL A	Pre-test	196.5	191.7	192.8
	Post-test	199.7	195.7	197.3
	Progress	3.2	4.0	4.5
	N =	28	91	53
LEVEL B	Pre-test	211.8	210.9	211.7
	Post-test	215.3	213.0	214.8
	Progress	3.5	2.1	3.1
	N =	200	348	240
LEVEL C	Pre-test	227.8	226.9	226.9
	Post-test	228.9	228.3	229.7
	Progress	1.1	1.4	2.8
	N =	518	982	660

CASAS 1992

PRE-TEST SCORES BY PROVIDER TYPE

Overall, learners enrolled in ABE and ESL classes at community colleges had higher mean pre-test scores than other provider types. Community colleges reported ESL mean pre-test scores that were 3.3 points higher and ABE scores that were 4.9 points higher than adult schools. (See Table 6.5.)

Learners enrolled in community colleges had higher mean pre-test scores than learners enrolled in other provider types

Table 6.5 - Mean Pre-test Scores by Provider Type

	ADT	CCD	CBO
ESL	209.5	212.4	202.2
ABE	218.2	222.9	201.8
ALL	210.5	214.2	202.0
N =	26,166	8,148	1,676

CASAS 1992

LEARNING GAIN DATA BY PROVIDER TYPE

Overall learning gain data indicate that ESL learners from adult schools had slightly higher mean gains than learners from community colleges (4.2 compared to 3.7). The reverse was true for ABE learners. (See Table 6.6.)

[Note: There was insufficient pre/post-test data within the accurate range from community-based organizations to report or analyze.]

Table 6.6 - Mean Learning Gains by Provider Type

	ADT	CCD	CBO
ESL	4.2	3.7	*
ABE	2.7	3.3	*
ALL	4.1	3.7	*
N =	8,107	2,623	39

*Insufficient N

CASAS 1992

Section Seven:

STATE AGENCY LEARNING GAINS DATA

***OVERVIEW:** This section presents reading pre-test score and learning gain data for state agencies and a comparison of these results over the past three years.*

Three state agencies offered 321-funded programs: California Department of Corrections (CDC), California Youth Authority (CYA) and California Department of Development Services (CDDS). In this section data are presented from the California Department of Corrections and California Youth Authorities. Data from the Department of Developmental Services were too limited to report. Learners in correctional institutions were pre-tested upon entering the program and post-tested after 180 to 220 hours of instruction while youth authority learners were tested following 100 hours of instruction. In contrast to local agencies where the majority of 321 learners are enrolled in ESL programs, state agencies assessed a greater proportion of ABE learners. The Correctional Department reading sample comprises results from 228 ABE and 591 ESL matched pre- and post-tests. There were insufficient listening test data to report. The Youth Authority results comprise only ABE reading pre- and post-test data. In this section the following questions will be addressed:

- What were learners' educational levels at the time of the pre-test?
- What learning gains did they make after 180 to 220 hours of instruction?
- Have there been changes in learning gains for this learner population over the past three years?

CALIFORNIA DEPARTMENT OF CORRECTIONS PRE-TEST RESULTS

ABE Reading Pre-test Results

The reading pre-test mean for California Department of Corrections ABE participants was 220.8, far below the literacy benchmark of 230

The reading pre-test mean score for California Department of Corrections ABE participants was 220.8, far below the literacy benchmark of 230. When pre-test scores were examined by level, it was found that beginning level test participants (10%) scored a mean of 193 on the reading pre-test, intermediate level test participants (31%) scored a mean of 211.4, and advanced level test participants (59%) scored a mean of 227.8. In other words, Levels A and B test participants (41%) had mean pre-test scores that fell below the literacy level, but Level C participants (59%) averaged sufficient reading skills to enter a high school diploma or GED program. (See Figure 7.1)

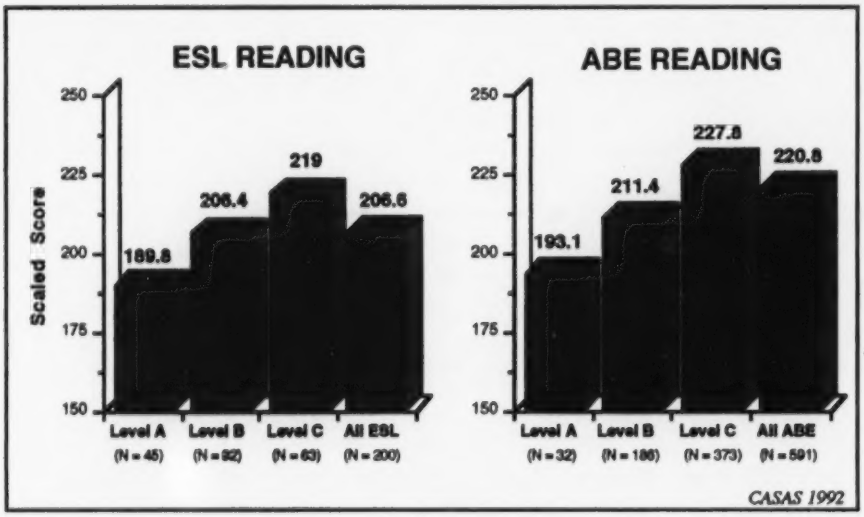

Figure 7.1 - California Department of Corrections ABE and ESL Reading Pre-test Results

ESL Reading Pre-test Results

The reading pre-test mean for California Department of Corrections ESL participants was much lower than for ABE participants

The reading pre-test mean score for California Department of Corrections ESL participants was much lower than for ABE participants. ESL participants scored a mean of 206.6 on the reading pre-test, 13 points below the pre-test reading score for ABE participants, and nearly 25 points below the literacy target of CASAS 230. There were insufficient data to analyze ESL test results by test level.

State Agency Pre-Test Results Over Three Years

Over the past three years, mean ESL reading pre-test scores increased approximately three points, from 202.5 in 1990 to 205.6 in 1992. ABE mean pre-test scores, however, declined nearly 12 points over the same period of time from approximately 230 to 218.4. These findings indicate that while ABE learners in state agencies are enrolling with fewer reading skills, ESL learners are slightly more proficient in reading each year.

Since 1989-90 ESL pre-test scores have increased, while ABE pre-test scores have decreased

CALIFORNIA DEPARTMENT OF CORRECTIONS LEARNING GAINS

ABE and ESL Reading Test Results

Mean learning gains for ABE and ESL learners in correctional agencies are reported in Figure 7.2. Learners in ESL programs made higher learning gains overall (3.0 scaled score points) between pre- and post-testing than ABE learners (.3 points). This difference is also apparent in a comparison of mean gains for each ABE and ESL program level. For example, Level A ESL learners gained 5.2 points compared to 1.6 points for Level A ABE learners.

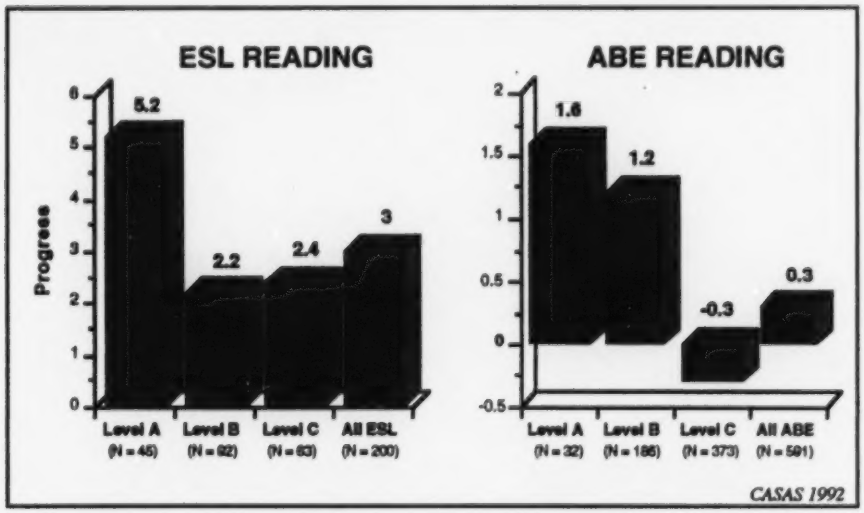

Figure 7.2 - California Department of Corrections ABE and ESL Mean Reading Learning Gains

CALIFORNIA YOUTH AUTHORITY PRE-TEST RESULTS

Youth Authority participants were enrolled in ABE and ESL programs; however, only ABE data were numerous enough to present. The reading pre-test mean score for California Youth Authority ABE participants was 220.0 which, like correctional participants, is far below the literacy benchmark of 230. The mean pre-test reading scores for intermediate level participants (beginning level participant data were limited too report) was 210.6, and for advanced participants it was 225.0.

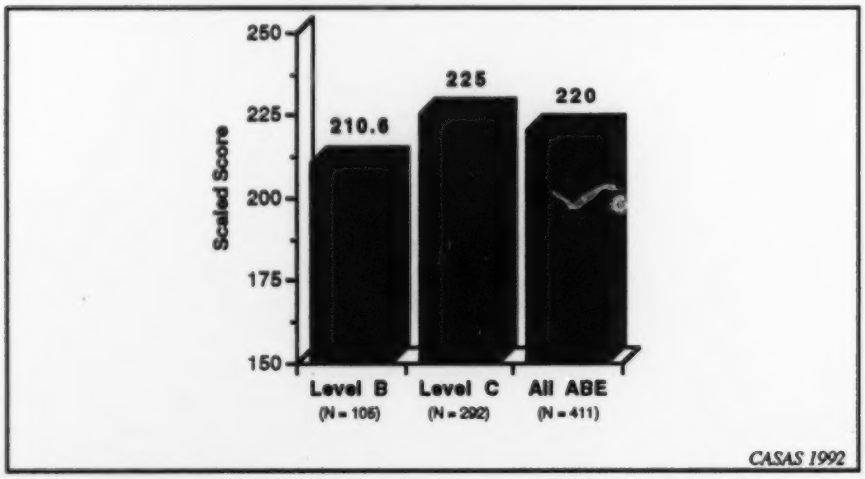

Figure 7.3 - California Youth Authority ABE Reading Pre-test Results

CALIFORNIA YOUTH AUTHORITY LEARNING GAINS

Mean learning gains for California Youth Authority participants was 1.4 score points. Intermediate participants made mean progress of 1.9 score points while advanced participants gained 1.2 points.

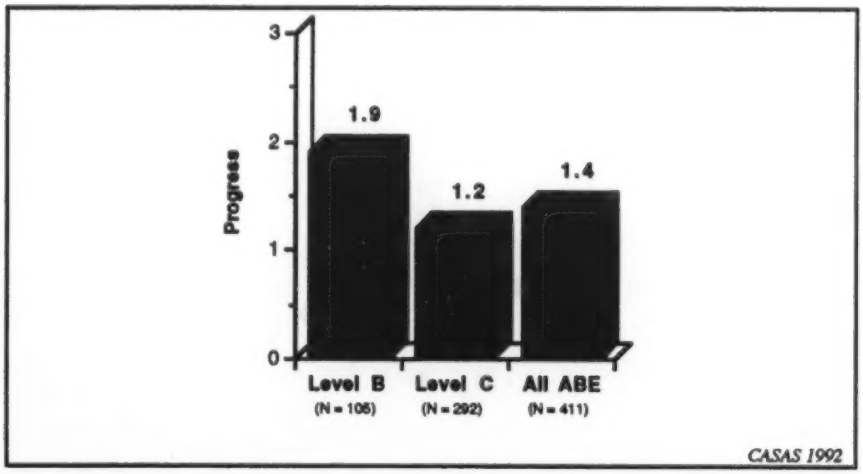

Figure 7.4 - California Youth Authority ABE Mean Reading Learning Gains

Section Eight:

SPRING DEMOGRAPHIC AND LEARNING GAINS DATA

***OVERVIEW:** This section presents demographic and learning gains data for ABE and ESL learners enrolled in classes in spring 1992.*

The 1991-92 sampling methodology also included spring pre/post-testing for learners enrolled in sampling agencies. The spring testing was conducted to determine if learners enrolling for the first time in the spring had similar demographic characteristics as those served during the fall. In addition, spring learning gains data were collected to gather information for newly enrolled spring learners as well as learners continuing from the fall semester.

Sampling agencies were asked to administer pre- and post-tests to their learners in the fall and again in the spring. A complete analysis of the spring 321 adult learner data will be provided in a forthcoming report. This report presents preliminary spring data from six agencies throughout California. These agencies included Ventura Unified School District, Metropolitan Adult Education Project (MAEP), Fresno Unified School District, San Diego Community College District, Heman G. Stark Youth Training School, and the Neighborhood Service Center in Oakland.

Demographic data from these six agencies were collected for 11,563 learners during the fall semester and 10,426 learners during the spring semester.

Results of Preliminary Spring Data Analysis

Few, if any, differences appeared between the fall and spring sub-samples with respect to gender, age, previous years of education, and highest diploma or degree earned. In addition, reason for enrollment and goal attainment data for the two groups were nearly identical.

A comparison of ethnic background and native language data indicates small differences between fall and spring learners. Preliminary data show a five percent increase in Indo-Chinese learners from fall to spring with a corresponding three percent drop in the percentage of Hispanic learners. Native language data show the same relationship between native speakers of Hmong and Spanish.

There is no significant change in program level data from fall to spring. However, a decrease in ESL Pre-beginning (from 11% to 6%) and a corresponding increase in ESL Beginning (36% to 39%) was evident. Program level data for ABE programs remained constant from fall to spring.

Future Spring Data Report

A subsequent report on spring data will provide a more complete demographic picture and will feature learning gains data from learners enrolled in the fall and spring testing periods. Data will be included from all sample agencies.

Appendix A:

SAMPLING AGENCIES/ DESCRIPTION OF SAMPLING SELECTION

1992 SAMPLING AGENCIES

* ABC Adult School
  Acalanes USD
* Adelante, Inc.
* Alhambra USD
* Baldwin Park USD
  Bassett USD
  Borrego Springs USD
  Catholic Charities of Los Angeles
  Chaffey Adult School
* City College of San Francisco
  Delta Sigma Theta Ad Lit Task Force
* East Side Adult Education
  El Dorado UHSD
* El Monte UHSD
  Episcopal Community Services
  Feldheym Public Library
  Fremont UHSD/Sunnyvale
  Fremont USD/Fremont
* Fresno USD
* Fullerton Adult School
  Glendora USD
  Golden Plains USD
  Gonzales UHSD
* Hacienda La Puente Adult Education
* Hermandad Mexicana Nacional
  Jefferson Adult Division
  Korean Center, Inc.
  Lao Family Community Development
  Lindsay USD
  Literacy Council of Tehama County
  Livermore Valley USD
  Long Beach City College
* Los Angeles USD
  Lynwood USD
* MAEP

Merced Co. Library Ad Literacy Center
Mission College Community Education
Mission Language & Vocational School
* Montebello Adult School
Monterey Peninsula USD
Mt. View/Los Altos UHSD
National Association for People with Disabilities
National City Public Library
* Neighborhood Center/Oakland USD
* One Stop Immigration & Education Center
Oxnard UHSD
Pacific Grove Adult School
Palo Alto Adult Education
* Pomona USD – Adult Education
Porterville Adult School
Rancho Santiago CCD
Redlands USD
Rialto USD
Rowland USD
* Sacramento City USD/Fremont School
* San Diego CCD – Continuing Education Centers
San Dieguito USD
San Leandro Adult School
Sanger USD
Santa Barbara CCD – Continuing Education
Siskiyou County Library
South Bay UHSD
Stockton USD
* Sweetwater UHSD
Tracy JUHSD
Vallejo City USD
Ventura USD
Visalia USD
Washington USD

* ABE/321 Funded Certainty Sampling Agencies

SAMPLING SELECTION PROCESS 1991–92

The list of agencies funded under ABE/321 for 1991–92 was sent to CASAS by the California Department of Education along with the number of hundred-hour units (HHU) of ABE and ESL each agency projected for the fiscal year. The sampling included one-third of the funded agencies, representing the populations served by all ABE/321 funded agencies.

1) The ABE/321 agencies were divided by provider type: school districts, community colleges, community-based organizations, and library and literacy consortia programs.

2) A database was developed using agency names, HHU data, county number and an indication of whether the agency was new to ABE/321.

3) Within each of the four provider types the largest ten percent (by HHU data) were designated as certainty sampling sites.

4) By provider type, the remaining one-third of the agencies were randomly selected as sampling agencies. (See Table A1.)

Table A1 - Sampling Agency Selection by Provider Type

	Total Number	% agencies with highest 10% HHUs	Sampling Agencies	Total 1/3 in sample
Adult Education Agencies	145	15	33	48
Community Colleges	17	2	4	6
Community-Based Organizations	37	4	8	12
Library Based Literacy	14	1	4	5
TOTAL	**213**	**22**	**49**	**71**

5) The Departments of Corrections, Social Services and Youth Authority that include 22 state prisons, 11 state hospitals and 10 youth facilities pre- and post-test a representative sample of their institutionalized population.

There were a total of 265 agencies that received ABE 321 grants during 1991-92. From this group nearly all provided demographic data for this report. In addition all 69 sampling agencies provided test score data to the report.

Appendix B:

COMPARISON OF POPULATION AND SAMPLE LEARNER DATA

The following three tables compare the total population to the sample agency data collected for this report. The demographic and educational performance data for both the total ABE/321 population and the sample (one-third of each provider type) are nearly identical.

Table B1 - Population & Sample Demographics Comparison
(Valid Percent)

		POPULATION	SAMPLE
GENDER	Male	51	51
	Female	49	49
AGE	<21	17	17
	21-30	39	39
	31-40	23	22
	41-50	11	11
	51+	10	11
ETHNIC BACKGROUND	Hispanic	57	54
	Asian	18	18
	White	9	9
	Indo-Chinese	10	12
	Black	3	4
	Other	3	3
NATIVE LANGUAGE	Spanish	56	53
	English	10	11
	Chinese	9	11
	Vietnamese	10	11
	Korean	2	2
	Russian	2	2
	Hmong	2	2
	Other	9	8

CASAS 1992

Population N = 133,948
Sample N = 87,934

Table B1 - Population & Sample Demographics Comparison (Con't.)
(Valid Percent)

		POPULATION	SAMPLE
YEARS OF EDUCATION COMPLETED	<4	6	6
	4-6	17	17
	7-9	23	23
	10-11	16	17
	12	21	20
	13+	17	17
DEGREE	None	52	54
	GED	3	3
	HS Diploma	28	28
	Technical	5	4
	AA Degree	2	2
	4 Year College	6	6
	Other	4	3
PROGRAM & LEVEL	ESL Pre Beg	9	7
	ESL Beg	36	36
	ESL Int	26	25
	ESL Adv	11	11
	ABE Beg	7	8
	ABE Int	4	5
	ABE Adv	3	4
	High School	1	1
	GED	1	1
	Other	2	2

CASAS 1992

Population N = 133,948
Sample N = 87,934

Table B1 - Population & Sample Demographics Comparison (Con't.)
(Valid Percent)

		POPULATION	SAMPLE
PROVIDER TYPE	Adult School	74	68
	Comm. College Dist.	14	17
	CA Corrections	4	5
	Comm. Based Organ.	4	5
	CA State Hospitals	2	3
	CA Youth Authority	1	2
	Literacy Program	1	<1
REASON FOR ENROLLMENT	Mandated	28	29
	Personal	15	15
	Education	10	11
	Job	47	45
GOAL ATTAINMENT	Retained	58	59
	Changed Program	3	3
	Enter Job Training	1	1
	Got a Job	3	2
	Enter College	1	1
	Personal/Comm	5	5
	Transportation	1	1
	Child Care	1	1
	Health/Family	2	2
	Changed Work Time	3	3
	Moved	3	3
	Unknown	16	15
	Other	3	4

CASAS 1992

Population N = 133,948
Sample N = 87,934

Appendix C:

LEARNING GAINS USING RECOMMENDED ADMINISTRATION OF TEST FORMS

LEARNING GAINS USING RECOMMENDED ADMINISTRATION OF TEST FORMS

Accurate Range

In Section 6 of this report, learning gains are computed from the difference between pre-test and post-test scores. To increase the precision of the testing results not every achievement score is used in the computation of learner progress. CASAS uses only those achievement scores falling within the accurate range, referred to as valid scores for the purpose of computing learner progress.

Administration Directions

The recommended guidelines for test administration are listed on page 11 of the 1991-92 administration packet provided to all 321 funded agencies in "Guidelines For Testing In The Accurate Ranges." According to these guidelines agencies were asked to post-test examinees using the next higher level form if their pre-test achievement score fell within five or six points of the top of the accurate range.

Table C1 demonstrates the benefit in reporting learner growth when the above mentioned administration procedure is followed. The only difference between this table and the table in Section 6 is that all examinees who should have been administered a next higher level form were not included for computation. The net effect of this representation is that it somewhat lowers the number of examinees analyzed and it compensates for the "ceiling effect" caused by the improper administration of test forms.

Test Administration Factors that Affect Learning Gains

Examinees who at pre-test score within five or six points of the top of the accurate range are limited in the amount of growth they can show at post-test if they remain at the same test level. From 1989-91, the recommended test administration guidelines were not in effect. Evidence of this was exemplified in 1990-91 (see Tables 6.3 and 6.4) when more than half all examinees placed into Level A scored in the top one-third of the accurate range at pre-test.

Table C1 represents slightly greater learner gains than Tables 6.3 and 6.4. Post-testing at a higher level, when the pre-test score is within five or six points of the top of the accurate range, will more accurately measure learning gains by providing learners with the opportunity to demonstrate maximum gains.

Recommendations

It is strongly recommended that emphasis be placed on accurate placement into level and better administration of post-test forms. The procedures used for placing learners into program level vary widely by agency. Proper placement of learners is advantageous not only for testing considerations but also for instruction. In a study of 1162 examinees in 1990 who were placed using a CASAS Appraisal or Placement test, a strong correlation of .85 was found between the placement score and the pre-test score.

It is recommended then that ABE/321 funded agencies use the CASAS Appraisal which will result in standardized placement and more learners scoring in the accurate range of the test.

It is also recommended that more emphasis be made on following the guidelines for administration of post-tests.

Table C1 - Learning Gain Data using Recommended Test Administration Directions

		ESL	ABE
LEVEL A	Pre-test	190.1	190.3
	Post-test	196.1	196.7
	Progress	6.0	6.4
	N =	1,242	29
LEVEL B	Pre-test	208.2	210.5
	Post- test	212.9	213.9
	Progress	4.7	3.4
	N =	4,122	188
LEVEL C	Pre-test	221.6	225.4
	Post-test	225.7	228.4
	Progress	4.1	3.0
	N =	2,831	441

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Appendix D:

CLASS QUESTIONNAIRE RESULTS

After completing post-testing for their classes, teachers required to complete a classroom questionnaire. Information collected from this questionnaire includes classroom size, meeting times, emphasis of instruction, and class setting. These data are presented for differing provider types in Table D1.

Table D1 - Class Questionnaire Results

		ADT	CBO	CCD	LIT
CLASS INFORMATION	Percentage of Classes in the day	52%	44%	59%	68%
	Average Class Size at Post-test	28	22	29	*
	Average Hours Class Met Per Week	13	11	13	3
	Percentage of Classes with Instructional Aides	20%	10%	52%	*
	Average Weekly Hours of Instructional Aide	7	12	12	*
	Percentage of Class with Clerical Aides	22%	34%	68%	*
	Average Weekly Clerical Hours	5	1	25	*
INSTRUCTIONAL BREAKDOWN	Life Skills	41%	25%	35%	20%
	Basic Language Skills	38%	50%	40%	53%
	Computation Skills	10%	10%	14%	17%
	Other Skills	11%	15%	11%	10%
SETTING	Class	88%	98%	87%	*
	Lab	2%	*	6%	*
	Combination	10%	2%	7%	*

*Insufficient N

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